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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for social workers. Addressed in the individual sections of the volume are the following skill areas: counseling, income assistance, administration, courtwork, government and economics, self-management, group and community needs, human development, assessment, casework, and crisis intervention. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

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# JOB ROLES IN HUMAN SERVICES

## VOLUME 2

## Social Work

Ministry of Education and Human Resources

CE 040 807

# TASK ANALYSIS IN HUMAN SERVICES

A Special Project
Funded by the Ministry of Education
Post-Secondary Department
In Cooperation with
The Ministry of Human Resources

## SOCIAL WORKER

Developed by:

Terry Herdin
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Program Development and Evaluation
Division of College Resources

Camosun College

March 1982

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# INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used to analyze the job categories. In this process, participants, who are people currently working in the occupation and those working in closely related job roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. The objectives are validated by the original participants as well as by a broader range of field personnel not in attendance at the original session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training.

The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill. After developing the job profile chart which has been reproduced in this book, the participants at the Task Analysis Session were assisted by the objective writer and the session coordinator to specify the verbs which identify the behaviours required to perform each skill. Following the preparation of the first draft of the objectives, the validation process was implemented.

The first draft of objectives was sent to the original participants of the Task Analysis Session. Based upon their response, a second draft was prepared and distributed for validation to forty personnel working in the Ministry of Human Resources. Two staff were selected from each of the province's twenty regions. The occupations of the forty people were in direct proportion to the jobs represented in the Task Analysis Session. For example, if five social workers were in the Session, twenty social workers participated in the validation. After this broader validation, a third revision was written and distributed to regional managers and executive staff. This book integrates feedback from all validation sources and is the final draft. This is the initial stage of a more comprehensive project designed to articulate the educational and training needs of both the public and private sector with the training provided by the educational institutions in the province.

## KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);

3. application (e.g. construct, draw, navigate);

4. analysis (e.g. discuss, classify);

5. synthesis (e.g. prepare, plan, relate);

6. evaluation (e.g. assess, judge, appraise).

## INDEPENDENCE SCALE

The participants at the Task Analysis Session used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

| | |
|---|---|
| Can perform this task with quality and with initiative and adaptability to special problem situations. | 4 |
| Can perform this task satisfactorily without assistance and/or supervision. | 3 |
| Can perform this task satisfactorily but requires periodic supervision and/or assistance. | 2 |
| Can perform this task, but not without constant supervision and some assistance. | 1 |

## SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then designated as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential to competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

It is important to note that the level of detail specified by the enabling objectives provide only the most salient features of the main objectives. They are then to be used in establishing a more definitive list of instructional objectives during the subsequent stage of development.

The participants at the Social Worker Task Analysis Session were:

Ministry of Human Resources Personnel

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SOCIAL WORKER
JOB PROFILE CHART

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A Counselling | A.1 Self Awareness | A.2 Prepare to meet client | A.3 Establish working relationship | A.4 Interviewing skills | A.5 Contracting | A.6 Provide information | A.7 Use of tools | A.8 Termination |
| B Income Assistance | B.1 ADMINISTER INCOME ASSISTANCE | B.2 Provide service for under 19 | | | | | | |
| C Administration | C.1 Manage time | C.2 Documentation | C.3 Meetings | C.4 Gather data | C.5 Children in care | C.6 Institution-alized clients | | |
| D Courtwork | D.1 Work within legal structure | D.2 Prepare documents | D.3 Present evidence | D.4 Prepare clients | D.5 Consultation | D.6 Act as friend in court | D.7 Establish paternity | D.8 Investigate unpaid maintenance |
| E GOVERNMENT AND ECONOMICS | E.1 Factors affecting service delivery | E.2 Range of services | E.3 Legislation and policy | E.4 Knowledge of organizational structure | E. 5 Knowledge of policy development | | | |
| F Management of Self | F.1 Identify career and personal needs | F.2 Manage stress | F.3 Accountability | | | | | |
| G Group and Community Needs | G.1 Client advocacy | G.2 Community development | G.3 Public education | | | | | |
| H Human Development | H.1 Cultural differances | H.2 Family dynamics | H.3 Normal and abnormal development | H.4 Deal with people under stress | H.5 Clients with special problems | | | |
| I Assessment | I.1 Assess situations | I.2 Apply process | I. 3 Demonstrate skills | | | | | |
| J Casework | J.1 Formulate case plan | J.2 Case management | J.3 Follow-up | | | | | |
| K Crisis Intervention | K.1 Perform intake process | K.2 Initiate intervention | K.3 Develop service plan | | | | | |

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# SOCIAL WORKER
# JOB PROFILE CHART

| L | L.1 | L.2 | L.3 |
|---|---|---|---|
| Parenting and Guardianship | Implement plan for child | Legal responsibilities | Prepare child for independent living |

| M | M. 1 | M. 2 | M. 3 | M. 4 | M. 5 | M. 6 |
|---|---|---|---|---|---|---|
| INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES | Teaching parenting skills | Teach Others to Utilize play | Teaching daily routines | Health and Nutrition | Teaching life skills | Setting limits |

| M. 7 | M. 8 | M. 9 | M. 10 | M. 11 |
|---|---|---|---|---|
| Teaching growth and development | Establishing Relationships | Involve care givers in assessment | Placement of children | Recruitment of foster homes |

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## SOCIAL WORK SKILLS AND MINISTRY EXPECTATIONS

THE GENERIC SKILLS RECORDED IN THIS DOCUMENT FOR ALL OF THE OCCUPATIONS LISTED, AND THE FOLLOWING SKILLS LISTED SPECIFICALLY FOR SOCIAL WORKERS, ARE TO BE CONSIDERED WITHIN THE FOLLOWING FRAMEWORK WHEN REVIEWING THE SOCIAL WORKER'S JOB SKILLS.

SOCIAL WORKERS IN THE MINISTRY OF HUMAN RESOURCES REQUIRE THE BASIC SKILLS OF PROBLEM-IDENTIFICATION, PROBLEM-ANALYSIS AND PROBLEM SOLVING. THESE SKILLS ARE ABSOLUTELY ESSENTIAL FOR THE SOCIAL WORKER'S PRIMARY ROLE OF ASSISTING CLIENTS TO MODIFY THEIR BEHAVIOUR, LIFE STYLES AND ATTITUDES WHERE IMPROVEMENT OF THE CLIENT'S QUALITY OF LIFE, PROBLEM-SOLVING SKILLS AND INDEPENDENCE ARE BEING SOUGHT.

THERE ARE SOME SITUATIONS WHERE THE SOCIAL WORKER FUNCTIONS AS A CASE-MANAGER, REFERRING CLIENTS TO OTHERS FOR COUNSELLING AND GUIDANCE -- e.g. DOCTORS, TEACHERS, PSYCHOLOGISTS AND OTHER COMMUNITY RESOURCE STAFF. NEVERTHELESS, EVEN THE RESPONSIBILITY OF CASE-MANAGER REQUIRES THE SOCIAL WORKER TO HAVE HIGHLY DEVELOPED SKILLS OF PROBLEM-ANALYSIS AND PROBLEM-RESOLUTION IN ORDER THAT THE CLIENT, WHETHER A CHILD IN NEED OF PROTECTION, A FAMILY, OR A MENTALLY HANDICAPPED ADULT, RECEIVE THE APPROPRIATE AVAILABLE SERVICES NECESSARY TO IMPROVE THE CLIENT'S QUALITY OF LIFE, PROBLEM-SOLVING SKILLS AND INDEPENDENCE.

A

COUNSELLING

19

| SPECIFIC AREA: A. COUNSELLING<br>MAIN OBJECTIVE: 1. Demonstrate awareness of self. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Recognize personal prejudices. | | Prerequisite | |
| b) Describe client types who may be problematic for self. | | Prerequisite | |
| c) Recognize one's personal strengths and weaknesses. | | Prerequisite | |
| d) Discuss one's strengths and weaknesses in terms of knowledge and skills. | | Critical | |

SPECIFIC AREA: A. COUNSELLING

MAIN OBJECTIVE: 2. Prepare self to meet the client.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Examine one's preconceptions of the client or situation. | 4 | Critical | | |
| b) Review the file on the client. | 4 | Critical | | |
| c) List possible sources of information. | 4 | Critical | | |
| d) Recognize situations where further information is required. | 4 | Critical | | |
| e) Prepare appropriate physical setting for self and for client. | 4 | Prerequisite | | |
| f) Prepare necessary documentation e.g. court notices. | 4 | Critical | | |
| g) Discuss the importance of the environment. | 4 | Critical | | |

| SPECIFIC AREA: A. COUNSELLING<br>MAIN OBJECTIVE: 3. Establish and maintain a working relationship. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Identify self and explain one's role and function, e.g. counsellor, advocate, etc. | 3 | Critical | |
| b) Determine client's perception of worker's role. | 4 | Critical | |
| c) Solicit client agreement regarding the purpose for the interview. | 4 | Critical | |
| d) Disclose pertinent knowledge about client and situation. | 4 | Critical | |
| e) Fulfill commitments to clients. | 3 | Critical | |
| f) Practice punctuality. | 3 | Critical | |
| g) Maintain highest degree of confidentiality that is possible. | 4 | Critical | |
| h) Explain one's expectations of clients. | 3 | Critical | |

SPECIFIC AREA: A. COUNSELLING

MAIN OBJECTIVE: 4. Practice interviewing skills.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Determine the effect of the physical setting on the feelings and responses of the client. | 4 | Prerequisite | |
| b) Establish and control parameters for the interview. | 4 | Critical | |
| c) Demonstrate the ability to use a wide variety of interviewing techniques. Examples are:<br>i) confrontation<br>ii) self-disclosure<br>iii) active listening<br>iv) assigning family maps<br>v) sculpturing<br>vi) checking for clarity<br>vii) family<br>viii) role-playing<br>ix) play therapy | 4 | Prerequisite | |
| d) Attend to client's verbal and non-verbal language and respond appropriately to enhance verbal accessibility. | 4 | Prerequisite | |

..... continued

| SPECIFIC AREA: A. COUNSELLING<br>MAIN OBJECTIVE: 4. Practice interviewing skills, (continued) | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| e) Recognize and verify the client's agenda. | 4 | Critical | |
| f) Demonstrate the ability to utilize new or different interviewing techniques. | 4 | Enrichment | |
| g) Discuss several theories of counselling and articulate one's own theory. | | Enrichment | |

| SPECIFIC AREA: A. COUNSELLING<br>MAIN OBJECTIVE: 5. Demonstrate the ability to contract effectively. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Establish mutually agreed upon client needs and problems. | 4 | Critical | |
| b) Set and priorize long-term and short-term goals to meet needs. | 4 | Critical | |
| c) Negotiate a process for achieving goals which may include:<br>i) scheduling<br>ii) number of sessions required<br>iii) termination<br>iv) referral to resource or service, etc. | 4 | Critical | |
| d) Evaluate progress towards achieving goals. | 4 | Critical | |
| e) Re-negotiate contract as required | 4 | Critical | |
| f) Deal with the situation where the contract cannot be mutually agreed upon. | 4 | Critical | |

| SPECIFIC AREA: A. COUNSELLING<br>MAIN OBJECTIVE: 6. Identify gaps in client's knowledge regarding available services. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Identify services available.<br>b) Identify methods for assessing services. | | Critical<br>Critical | |

| SPECIFIC AREA: A. COUNSELLING<br>MAIN OBJECTIVE: 7. Be aware of information that various tools might provide. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Describe situation wherein hardware such as video tapes, tape recorders, etc. may effectively be used. | | Enrichment | |
| b) Explain the purpose of various tests:<br>i) psychological<br>ii) psychomotor, etc. | | Enrichment | |

| SPECIFIC AREA: A. COUNSELLING<br>MAIN OBJECTIVE: 8. Terminate satisfactorily the client-worker relationship | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Evaluate the contributions of counselling toward meeting goals. | 4 | Critical | |
| b) Outline reasons for termination. | 4 | Critical | |
| c) Inform client of future availability. | 4 | Critical | |
| d) Inform client of alternate services available. | 3 | Critical | |
| e) Provide a summation of the process in relationship to the goals. | 4 | Critical | |
| f) Deal with separation anxiety that may arise when the relationship is terminated. | 4 | Critical | |
| g) Reinforce the growth and learning that has taken place during the relationship. | 4 | Critical | |
| h) Complete necessary documentation of paperwork. | 3 | Critical | |

B

INCOME ASSISTANCE

SPECIFIC AREA: B. INCOME ASSISTANCE

MAIN OBJECTIVE: 1. Administer Income Assistance

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Demonstrate a thorough understanding of income maintenance, history, philosophy and current practices. | | Prerequisite | |
| b) Locate and read pertinent acts and policies that relate to income assistance. | 3 | Critical | |
| c) Identify the purpose of various forms and documents. | | Critical | |
| d) Pay attention to detail and correctness in calculation. | 3 | Critical | |
| e) Demonstrate flexibility and assume responsibility in decision-making. | 4 | Critical | |
| f) Discuss the relationship of poverty and culture to income assistance. | | Prerequisite | |

SPECIFIC AREA: B. INCOME ASSISTANCE

MAIN OBJECTIVE: 2. Provide service for under nineteen.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) When appropriate, notify the parents that child has applied for assistance. | 2 | Critical | |
| b) Assess suitability of parents to support child. | 2 | Critical | |
| c) Determine whether child requires protection or income assistance. | 2 | Critical | |
| d) Ensure that parents have fulfilled legal financial responsibilities voluntarily or involuntarily. | 2 | Critical | |
| e) Distinguish situations to which the Family Relations Act applies. | 2 | Critical | |
| f) Determine eligibility of the child for income assistance. | 2 | Critical | |

C

# ADMINISTRATION

SPECIFIC AREA: C. ADMINISTRATION

MAIN OBJECTIVE: 1. Manage time effectively.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Set priorities for service. | 2 | Critical | |
| b) Structure the delivery of service to satisfy priorities. | 2 | Critical | |
| c) Organize service so as to avoid excessive travel. | 3 | Critical | |
| d) Delegate tasks internally and externally. | 2 | Critical | |
| e) Use effectively the services of office staff. | 4 | Critical | |
| f) Use communication media effectively:<br>i) telephone<br>ii) dictaphone<br>iii) xerox machine<br>iv) bring forward system, etc. | 4 | Critical | |

SPECIFIC AREA: C. ADMINISTRATION

MAIN OBJECTIVE: 2. Prepare and process documentation.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Complete forms accurately and promptly. | 3 | Critical | |
| b) Use the appropriate forms. | 3 | Critical | |
| c) Maintain required records. | 3 | Critical | |
| d) Ensure that recordings are factual, concise and reflect the case plan. | 3 | Critical | |

| SPECIFIC AREA: C. ADMINISTRATION<br>MAIN OBJECTIVE: 3. Participate effectively in meetings. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Define the purpose of the meeting. | 3 | Prerequisite | |
| b) Establish an agenda. | 3 | Prerequisite | |
| c) Chair meetings as required. | 3 | Prerequisite | |
| d) Prepare for meetings e.g. gather information beforehand for distribution. | 3 | Prerequisite | |
| e) Take accurate notes and minutes. | 3 | Prerequisite | |
| f) Clarify follow-up responsibilities of persons at meetings. | 4 | Prerequisite | |
| g) Present information effectively at meetings. | 4 | Prerequisite | |

SPECIFIC AREA: C. ADMINISTRATION

MAIN OBJECTIVE: 4. Gather data effectively.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Provide information as requested by the Ministry. | 3 | Critical | |
| b) Gather accurate data for planning purposes. | 3 | Critical | |
| c) Demonstrate a knowledge of data processing, storage and retrieval. | | Critical | |

SPECIFIC AREA: C. ADMINISTRATION

MAIN OBJECTIVE: 5. Ensure proper planning for children in care.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Obtain necessary reports and information. | 2 | Critical | | |
| b) Ensure information is current, comprehensive and accurate. | 3 | Critical | | |
| c) Utilize the administrative process effectively. | 3 | Critical | | |
| d) Ensure proper coding and recording of life-plan data. | 3 | Critical | | |
| e) Develop plan for child, and ensure plan is adhered to in implementation. | 2 | Critical | | |

| SPECIFIC AREA: C. ADMINISTRATION<br>MAIN OBJECTIVE: 6. Provide administrative services for institutionalized clients. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Update wardships. | 3 | Critical | |
| b) Document the need for institutionalization. | 3 | Critical | |
| c) Report on family situation as requested. | 4 | Critical | |
| d) Administer financial services to children. | 3 | Critical | |

D

COURT WORK

SPECIFIC AREA: D. COURT WORK

MAIN OBJECTIVE: 1. Demonstrate knowledge of the legal structure.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Describe various courts and their jurisdictions. | | Prerequisite | |
| b) Summarize relevant acts pertaining to family law. | | Prerequisite | |
| c) Describe ministerial policy related to court appearances. and documents. | | Critical | |
| d) Explain the roles and responsibilities of court officials and the worker's relationship to them. | | Prerequisite | |
| e) Determine the importance of informal and formal decision-making in court process. | | Prerequisite | |
| f) Use one's knowledge of legal structure when formulating case plan. | 2 | Critical | |
| g) Describe basic court protocol and procedure. | | Prerequisite | |

| SPECIFIC AREA: D. COURT WORK<br>MAIN OBJECTIVE: 2. Prepare documents for court. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Ensure court documents are accurate and legal. | 3 | Critical | |
| b) Prepare and serve notices of hearing. | 3 | Critical | |
| c) Be aware of time constraints for serving notice. | 3 | Critical | |
| d) Identify persons who may require serving of notice. | 3 | Critical | |
| e) Ensure that court documents are completed. | 3 | Critical | |

SPECIFIC AREA: D. COURT WORK

MAIN OBJECTIVE: 3. Present evidence as required in court.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Define evidence as described in the Canada Evidence Act or as directed by the judge. | | Prerequisite | |
| b) Recognize that which is accepted as admissible evidence. | | Prerequisite | |
| c) Recognize local differences. | | Critical | |
| d) Assure that witnesses are informed and that they will be present. | 2 | Critical | |

| SPECIFIC AREA: D. COURT WORK<br>MAIN OBJECTIVE: 4. Prepare clients for court. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Explain accepted court behaviour and dress. | 3 | Enrichment | |
| b) Inform clients regarding the evidence one is presenting. | 3 | Critical | |
| c) Ensure client has access to legal counsel. | 3 | Critical | |
| d) Inform clients that other witnesses will be called. | 3 | Critical | |
| e) Explain to clients what constitutes evidence. | 3 | Critical | |
| f) Explain to children the necessity and implications of court. | 3 | Critical | |
| g) Explain to clients possible outcomes of court. | 3 | Critical | |

| SPECIFIC AREA: D. COURT WORK<br>MAIN OBJECTIVE: 5. Consult with court officials and counsel. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Instruct and consult with counsel as required. | 3 | Critical | |
| b) Negotiate times and witnesses for hearing and presentation. | 3 | Critical | |
| c) Recognize when counsel should be negotiating with other counsel. | | Enrichment | |
| d) Implement lawyer's instructions in preparing for hearing. | 3 | Critical | |
| e) Liaise with officers of the court e.g. probation officers. | 3 | Critical | |

| SPECIFIC AREA: D. COURT WORK<br>MAIN OBJECTIVE: 6. Act as a friend in juvenile court. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Determine application of the Juvenile Act. | | Prerequisite | |
| b) Locate parents or guardians if possible. | 2 | Critical | |
| c) Inform court of the plan for the juvenile. | 2 | Critical | |
| d) Establish a residence or resource for the child. | 2 | Critical | |
| e) Meet the juvenile's immediate needs. | 2 | Critical | |
| f) Obtain legal counsel if required. | 2 | Critical | |
| g) Initiate and maintain liaison with others in the court process, i.e. probation officer. | | | |

SPECIFIC AREA: D. COURT WORK

MAIN OBJECTIVE: 7. Establish paternity and enforce maintenance for child.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Determine application of the Child Paternity Support Act. | | Critical | |
| b) Arrange a three-party agreement or lump sum payment if possible. | 3 | Critical | |
| c) Investigate and document evidence to support paternity application. | 3 | Critical | |
| d) Prepare client for court if necessary. | 3 | Critical | |
| e) Ensure that payments are made. | 3 | Critical | |
| f) Appear in court on behalf of the child when required. | 3 | Critical | |

| SPECIFIC AREA: D. COURT WORK<br>MAIN OBJECTIVE: 8. Investigate unpaid maintenance. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) List acts where maintenance may be ordered on behalf of the child. | | Critical | |
| b) Discuss arrears with parents. | 3 | Critical | |
| c) Arrange to return to court. | 3 | Critical | |

E

GOVERNMENT AND ECONOMICS

SPECIFIC AREA: E. GOVERNMENT AND ECONOMICS

MAIN OBJECTIVE: 1. Describe factors affecting the delivery of social services.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Describe the influence of societal values on the development of social services. | | Prerequisite | | |
| b) Describe how economic trends affect the development of social programs. | | Prerequisite | | |
| c) Describe the impact of social and economic change on client groups. | | Prerequisite | | |
| d) Discuss policy development within the democratic framework. | | Prerequisite | | |
| e) Discuss role of the social worker in a historical and perspective relation to current social and community standards. | | Prerequisite | | |

SPECIFIC AREA: E. GOVERNMENT AND ECONOMICS

MAIN OBJECTIVE: 2. Describe the range of ministerial services.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Distinguish between statuatory services as distinct from non-statuatory services. | | Prerequisite | |
| b) Discuss limitations of service. Examples:<br>i) custody disputes<br>ii) landlord-tenant disagreements | | Enrichment | |

| SPECIFIC AREA: E. GOVERNMENT AND ECONOMICS<br>MAIN OBJECTIVE: 3. Demonstrate a knowledge of legislation and policy. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Explain the purpose and content of relevant acts. | | Critical | |
| b) Describe the impact of acts and legislation on client groups. | | Critical | |
| c) Identify sources for the interpretation of policy. | | Critical | |
| d) Identify discretionary aspects of policy. | | Critical | |
| e) Explain the intent of policy for the delivery of social services. | | Prerequisite | |

| SPECIFIC AREA: E. GOVERNMENT AND ECONOMICS<br>MAIN OBJECTIVE: 4. Demonstrate a knowledge of organizational structure and bureaucracy. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Recognize levels of authority and appropriate procedures to follow. | | Prerequisite | | |
| b) Recognize and follow appropriate lines of communication. | | Prerequisite | | |
| c) Recognize informal practice and procedures existing within organizations. | | Prerequisite | | |
| d) Demonstrate familiarity with the union contract. | | Critical | | |

| SPECIFIC AREA: E. GOVERNMENT AND ECONOMICS<br>MAIN OBJECTIVE: 5. Demonstrate a knowledge of the policy development process in government. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Explain how one's role may impact on policy development. | | Enrichment | | |
| b) Summarize the process of policy development. | | Enrichment | | |
| c) Differentiate between acts, regulations and policies. | | Critical | | |
| d) Discuss the legal basis for government programs. | | Prerequisite | | |

F

MANAGEMENT OF SELF

SPECIFIC AREA: F. MANAGEMENT OF SELF

MAIN OBJECTIVE: 1. Identify career and personal needs.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Identify training needs with supervisors. | 3 | Critical | | |
| b) Attend and participate in inservice workshops. | 3 | Critical | | |
| c) Avail oneself of opportunities for professional development, i.e. professional association opportunities provided under the union contract. | 3 | Critical | | |
| d) Identify external and internal resources available for professional development. | 3 | Critical | | |
| e) Acknowledge and use appropriate authority of the social-worker role. | 4 | Prerequisite | | |

SPECIFIC AREA: F. MANAGEMENT OF SELF

MAIN OBJECTIVE: 2. Demonstrate the ability to manage stress.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Recognize one's limitations and abilities as it relates to the job. | | Prerequisite | | |
| b) Share responsibilities with others. | 4 | Critical | | |
| c) Share personal feelings with others when appropriate. | 4 | Prerequisite | | |
| d) Maintain a sense of humour. | 3 | Prerequisite | | |
| e) Develop support mechanisms for self. | 4 | Prerequisite | | |
| f) Separate one's work from one's personal life. | 3 | Critical | | |
| g) Manage time effectively. | 3 | Critical | | |
| h) Utilize stress management techniques. (c and d) | 4 | Prerequisite | | |
| i) Identify causes of stress and recognize symptoms of stress. | | Prerequisite | | |

| SPECIFIC AREA: F. MANAGEMENT OF SELF<br>MAIN OBJECTIVE: 3. Demonstrate accountability. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Recognize one's own values and those of the community. | 4 | Prerequisite | | |
| b) Fulfill obligations to the organization and to one's clients. | 4 | Critical | | |
| c) Accept responsibility for one's decisions and actions. | 4 | Critical | | |
| d) Describe the accountability of the role of public servant. | | | | |

G

GROUP AND COMMUNITY NEEDS

| SPECIFIC AREA: G. GROUP AND COMMUNITY NEEDS<br>MAIN OBJECTIVE: 1. Represent client groups. Consistent with the role of the Public Services. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Identify the need for representation | | Prerequisite | | |
| b) Recognize sources for meeting the needs. | 3 | Critical | | |
| c) Assist groups to document their needs. | 3 | Critical | | |
| d) Facilitate access to appropriate services. | 3 | Critical | | |
| e) Refer clients to support representation in other service areas. | 3 | Critical | | |
| f) Speak on behalf of groups when appropriate. | 3 | Enrichment | | |
| g) Suggest liaison between groups with similar goals. | 3 | Enrichment | | |

| SPECIFIC AREA: G. GROUP AND COMMUNITY NEEDS<br>MAIN OBJECTIVE: 2. Perform duties necessary for liaison with community groups. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Liaise and cooperate with existing community groups. | 3 | Critical | | |
| b) Identify existing services. | | Critical | | |
| c) Identify gaps in service and overlaps. | | Critical | | |
| d) Determine funding sources and processes required in application. | | Critical | | |
| e) List the requirements for incorporating under the Societies Act. | | Enrichment | | |
| f) Cooperate with groups to develop resources. | 3 | Critical | | |
| g) Recognize effectiveness of groups and when to withdraw to assist client to meet needs. | | Prerequisite | | |
| h) Actively engage in needs analysis. | 3 | Prerequisite | | |
| i) Participate in contracting with community groups. | 2 | Prerequisite | | |
| j) Demonstrate ability to understand the budget terminology and process. | | Prerequisite | | |

| SPECIFIC AREA: G. GROUP AND COMMUNITY NEEDS<br>MAIN OBJECTIVE: 3. Assume an active role in public education and preventative services. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Participate in preventative services. e.g. Helpline for children. | 2 | Critical | | |
| b) Participate in the planning of public education programs. | 2 | Enrichment | | |
| c) Speak to community groups. | 2 | Enrichment | | |
| d) Act as a resource to students. | 2 | Enrichment | | |
| e) Participate in public awareness programs planned by other groups. | 2 | Enrichment | | |

H

# HUMAN DEVELOPMENT

| SPECIFIC AREA: H. HUMAN DEVELOPMENT<br>MAIN OBJECTIVE: 1. Demonstrate an awareness of minority cultural differences. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Identify cultural differences and roles that affect intervention. | | Prerequisite | | |
| b) Specify the effects of cultural differences and roles on intervention. | | Prerequisite | | |
| c) Discuss how cultural norms affect attitudes and behaviours. | | Prerequisite | | |
| d) Discuss the relationship of specific cultural values and norms of people to the delivery of social services. | | Prerequisite | | |
| e) Consult with knowledgeable people in the community regarding how to relate to specific cultural groups. | 2 | Prerequisite | | |
| f) Describe historical events that have influenced cultural behaviours. | | Prerequisite | | |
| g) Explain how social and economic factors affect individual and group behaviour. | | Prerequisite | | |

SPECIFIC AREA: H. HUMAN DEVELOPMENT

MAIN OBJECTIVE: 2. Explain the concept of family and identify variant family patterns.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Describe the range of normal family functioning. | | Prerequisite | | |
| b) Apply knowledge of family functioning to one's work with families. | 4 | Critical | | |
| c) Describe different types of family models. | | Prerequisite | | |
| d) Describe families through the use of various models. e.g. family maps. | | Prerequisite | | |
| e) Identify roles and functions of family members. | | | | |
| f) Describe the effects of trauma on the family. | | Prerequisite | | |
| g) Describe the effects of internal and external stress on family functioning. | | Prerequisite | | |
| h) Describe the coping responses of families experiencing stress. | | | | |

| SPECIFIC AREA: H. HUMAN DEVELOPMENT<br>MAIN OBJECTIVE: 3. Describe normal and abnormal human development. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Describe several theories of social and psychological development. | 4 | Prerequisite | |
| b) Apply knowledge of human development in one's work. | | Critical | |
| c) Describe family factors that affect social and emotional development. e.g.<br>i) discipline<br>ii) unrealistic expectations. etc | | Prerequisite | |
| d) Describe other environmental factors that may affect development. | | Prerequisite | |
| e) Recognize the limits of social work practice when dealing with abnormal psychological development. | | Prerequisite | |
| ..... continued | | | |

| SPECIFIC AREA: H. HUMAN DEVELOPMENT<br>MAIN OBJECTIVE: 3. Describe normal and abnormal human development.(continued) | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| g) Recognize individual rates of growth within the definition of normal. | | Prerequisite | |
| h) Describe how people respond to abnormal behaviour. | | Prerequisite | |
| i) Describe stages of normal human development from infancy to old age. | | Prerequisite | |

SPECIFIC AREA: H. HUMAN DEVELOPMENT

MAIN OBJECTIVE: 4. Deal effectively with people experiencing stress.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| a) Recognize that stress may result in extreme behaviours. | | Prerequisite | |
| b) Recognize that individuals deal differently with stress. | | Prerequisite | |
| c) Describe ways of responding to extremes of behaviours. | | Prerequisite | |
| d) Recognize instances when one should obtain additional information about clients. | | Prerequisite | |
| e) Demonstrate the ability to deal effectively with angry individuals. | 4 | Critical | |
| f) Identify support systems available to the social worker. | | Critical | |
| g) Recognize the inter-relationship of the presenting problems to other problems. | | Prerequisite | |

SPECIFIC AREA: H. HUMAN DEVELOPMENT

MAIN OBJECTIVE: 5. Demonstrate the ability to work with clients having special problems.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Discuss the issues involved in providing counselling to clients in the following situations such as:<br>i violence in the family<br>ii sexual abuse<br>iii loss<br>iv chemically dependent clients<br>v physical disabilities<br>vi the involuntary client<br>vii teenage pregnancies<br>viii single parent<br>ix mentally retarded | 2 | Critical | | |

# I

# ASSESSMENT

| SPECIFIC AREA: I. ASSESSMENT<br>MAIN OBJECTIVE: 1. Assess a range of situations. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPEND-ENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Recognize risk factors that may exist in situations including:<br>i) adoptions<br>ii) pregnancies<br>iii) child abuse, etc. | | Prerequisite | |
| b) Compare a variety of assessment situations including:<br>i) foster home studies<br>ii) custody reports<br>iii) adoption homes, etc. | | Prerequisite | |
| c) Integrate the criteria required for assessing situations into the assessment plans.<br>i) foster homes<br>ii) adoptions, etc. | | | |
| d) Utilize the procedures involved in assessment such as documentation, appointments, etc. | 2 | Critical | |

SPECIFIC AREA: I. ASSESSMENT

MAIN OBJECTIVE: 2. Apply the assessment process in one's work.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Clarify one's role and purpose. | 3 | Prerequisite | | |
| b) Obtain information relevant to one's purpose. | 3 | Prerequisite | | |
| c) Examine the information for the purpose of making a decision. | 4 | Prerequisite | | |
| d) Provide clients with feedback. | 4 | Prerequisite | | |
| e) Make recommendations and/or interventions. | 4 | Prerequisite | | |
| f) Initiate action as required. | 4 | Critical | | |
| g) Review assessment for accuracy and completeness. | | | | |

| SPECIFIC AREA: I. ASSESSMENT<br>MAIN OBJECTIVE: 3. Demonstrate skills required to initiate the assessment process. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| **ENABLING OBJECTIVES** | **INDEPENDENCE SCALE** | **SCALE OF IMPORTANCE** | **CRITERIA** |
| a) Review pre-assessment information. | | Prerequisite | |
| b) Identify and/or clarify the presenting problem. | | Prerequisite | |
| c) Identify and/or clarify risk factors. | | Prerequisite | |
| d) Identify core or central problems. | | Prerequisite | |
| e) Describe how presenting problem relates to central problem. | | Prerequisite | |
| f) Make a decision regarding the appropriateness of intervention by the Family Support Worker. | 2 | Critical | |
| g) Communicate to other team members one's decision regarding intervention. | 2 | Critical | |
| h) Recognize risk factors that may exist in situations including:<br>i) adoptions<br>ii) child abuse<br>iii) pregnancy | | Prerequisite | |

| SPECIFIC AREA: I. ASSESSMENT<br>MAIN OBJECTIVE: 3. Demonstrate skills required to initiate the assessment process. (continued) | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| i) Be able to assess a variety of situations including:<br>i) foster home studies<br>ii) adoption homes<br>iii) need for family services | 3 | Critical | |

J

CASEWORK

SPECIFIC AREA: J. CASEWORK

MAIN OBJECTIVE: 1. Formulate a caseplan.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Determine needs with clients. | 2 | Prerequisite | | |
| b) Assess strength and limitations with clients. | | Prerequisite | | |
| c) Formulate mutually agreed upon goals. | 4 | Prerequisite | | |
| d) Consult with external resources regarding availability, etc. | 2 | Prerequisite | | |
| e) Establish a service-delivery team. | 2 | Prerequisite | | |
| f) Define one's role as a helper and the helping functions of external agencies if utilized. | 3 | Prerequisite | | |
| g) Contract with client for attainment of goals. | 4 | Prerequisite | | |
| h) Engage in ongoing evaluation related to goals. | 2 | Prerequisite | | |
| i) Modify plan and treatment approach. | 2 | Prerequisite | | |
| j) Complete required documentation. | 3 | Critical | | |

| SPECIFIC AREA: J. CASEWORK<br>MAIN OBJECTIVE: 2. Manage caseloads effectively. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Discuss the role of the social worker as case manager. | | Critical | |
| b) Engage in monitoring to assure case plan is being followed. | 4 | Critical | |
| c) Continue to coordinate the services as specified by the plan and provide focus. | 4 | Critical | |
| d) Coordinate the responsibilities of other workers. | 2 | Critical | |
| e) Provide consultation to other service providers as requested. | 4 | Critical | |
| f) Terminate service when required in conjunction with client and other agencies. | 2 | Critical | |
| g) Indicate availability to client for further services. | 4 | Critical | |
| h) Prepare documentation as required. | 3 | Critical | |

| SPECIFIC AREA: J. CASEWORK<br>MAIN OBJECTIVE: 3. Complete follow-up. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPEND-ENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Determine need for follow-up. | 3 | Prerequisite | |
| b) Provide follow-up as required. | 4 | Critical | |

K

# CRISIS INTERVENTION

SPECIFIC AREA: K. CRISIS INTERVENTION

MAIN OBJECTIVE: 1. Perform the intake process.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Obtain required data from referral source. | 3 | Prerequisite | | |
| b) Obtain additional relevant information. | 3 | Prerequisite | | |
| c) Screen for eligibility of service under M.H.R. and refer when appropriate. | 3 | Critical | | |
| d) Make decisions and take appropriate action. | 4 | Critical | | |
| e) Complete required documentation. | 3 | Critical | | |
| f) Set priorities in relationship to other demands to ensure proper response. | 4 | Critical | | |
| g) Provide telephone - helpline services. | 4 | Critical | | |

SPECIFIC AREA: K. CRISIS INTERVENTION

MAIN OBJECTIVE: 2. Initiate intervention in crisis situation.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Explain how stress affects people's perceptions of problems. | | Prerequisite | | |
| b) Arrange to interview all concerned parties as soon as possible. | 3 | Critical | | |
| c) Validate complaint and define the presenting problem or perception of the problem. | 3 | Critical | | |
| d) Respond appropriately and deal effectively with client's feelings. | 4 | Prerequisite | | |
| e) Decide whether to apply legal mandate or an alternate option. | 2 | Critical | | |
| f) Complete required documentation. | 3 | Critical | | |

| SPECIFIC AREA: K. CRISIS INTERVENTION<br>MAIN OBJECTIVE: 3. Develop a service plan. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Recognize where interim measures may be required. | | Critical | |
| b) Formulate a service plan if required. | 2 | Critical | |
| c) Utilize family and/or community resources as part of service plan. | 2 | Critical | |
| d) Formalize contract with clients and other resources. | 2 | Critical | |
| e) Complete required documentation. | 3 | Critical | |

L

PARENTING - GUARDIANSHIP ROLES

| SPECIFIC AREA: L. PARENTING - GUARDIANSHIP ROLES<br>MAIN OBJECTIVE: 1. Implement a plan for the child. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Provide statuatory services to feed, clothe and house the child. | 2 | Critical | |
| b) Respond to child's emotional needs. e.g. grief and separation. | 4 | Critical | |
| c) Recognize the child's need for involvement with support groups: | | Prerequisite | |
| i) extended family<br>ii) foster family<br>iii) significant others | | Critical | |
| d) Recognize the need to provide support to those doing parenting. | | Critical | |
| e) Maintain the child's involvement with its natural family where appropriate. | 2 | Critical | |
| f) Ensure delivery of service to increase the parenting skills of natural parents if the child is to be returned to the parents. | 2 | Critical | |
| g) Formulate a life plan for the child. | 2 | Critical | |

| SPECIFIC AREA: L. PARENTING - GUARDIANSHIP ROLES<br>MAIN OBJECTIVE: 2. Assume the legal responsibilities required of a legal guardianship. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Operate with the best interest and with the right of the child in mind. | 2 | Critical | | |
| b) Recognize legal responsibilities and the various forms of shared guardianship:<br>i Family Child Service Act<br>ii Family Relations Act<br>iii Juvenile Delinquents Act<br>iv Public Trustee | | Critical | | |
| c) Assume responsibility for necessary authorization for such things as:<br>i driver's licences<br>ii medical care<br>iii hospitalization | 2 | Critical | | |
| d) Attend court as required. | | | | |
| e) Arrange for legal service. | 2 | Critical | | |

| SPECIFIC AREA: L. PARENTING - GUARDIANSHIP ROLES<br>MAIN OBJECTIVE: 3. Prepare children for independent living. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Ensure the acquisition of life skills:<br>i) sex education<br>ii) family life planning<br>iii) education and training<br>iv) self-esteem and confidence<br>v) money management<br>vi) social skills | 3 | Critical | |
| b) Ensure that the child has opportunity to learn life skills by:<br>i) appropriate placement<br>ii) assuring for adequate support outside of placement | 3 | Critical | |
| c) Assist parents and those providing care to set reasonable limits and to recognize behaviours which might require control. | 4 | Critical | |

SPECIFIC AREA: L. PARENTING - GUARDIANSHIP ROLES

MAIN OBJECTIVE: 3. Prepare children for independent living. (continued)

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
|---|---|---|---|
| d) Assume responsibility to obtain and maintain relevant information, i.e. social history, placement history, family background. | 4 | Critical | |
| e) Assure child's right to obtain while they are in care relevant information, i.e. medical reports, school reports. | 4 | Critical | |
| f) Share with child all relevant information. | 4 | Critical | |
| g) Prepare children for discharge. | 3 | Critical | |

M

# INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 1. Teach parenting skills. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Determine the present skill level of the client. | 4 | Prerequisite | |
| b) Determine the skills required by client. | 4 | Prerequisite | |
| c) Negotiate with client the skills to be learned. | 4 | Prerequisite | |
| d) Establish with client a strategy for the learning of skills, e.g. role-play. | 4 | Prerequisite | |
| e) Establish priorities. | 4 | Prerequisite | |
| f) Set goals and time limits. | 4 | Prerequisite | |
| g) Evaluate progress of client using mutually agreed-upon indicators. | 4 | Prerequisite | |
| h) Teach the following skills:<br>i) limit-setting<br>ii) consistency<br>iii) positive reinforcement<br>iv) listening skills<br>v) logical consequences<br>vi) nurturing, etc. | 4 | Prerequisite | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 1. Teach parenting skills. (continued) | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| i) Provide feedback and support to the client. | 4 | Prerequisite | |
| j) Provide information about age - appropriate behaviours. | 4 | Prerequisite | |
| k) Positively terminate the teaching relationship. | 4 | Prerequisite | |
| l) Promote client autonomy throughout the relationship. | 4 | Prerequisite | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 2. Demonstrate the ability to teach others to utilize play with children. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Demonstrate spontaneity, genuineness and humour. | 4 | Prerequisite | |
| b) Be sensitive to child's interests. | 4 | Prerequisite | |
| c) Be enthusiastic. | 4 | Prerequisite | |
| d) Demonstrate creativity. | 4. | Prerequisite | |
| d) Teach others to utilize their own interests to stimulate children. | 4 | Prerequisite | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 3. Assist caregivers to teach daily routines to children. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Demonstrate routines and participate in their practice.<br>b) Set routines and limits to provide a predictable environment.<br>c) Inform children of daily routines.<br>d) Explain to children the necessity of daily routines.<br>e) Supervise the carrying-out of routines. | | | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES<br>MAIN OBJECTIVE: 4. Assist caregivers to apply knowledge of health and nutrition. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Make use of opportunities to discuss nutrition and menu-planning | 4 | Critical | | |
| b) Monitor eating and health habits. | 4 | Critical | | |
| c) Discuss special conditions i.e. allergies, diabetes, impairments, disabilities. | | Prerequisite | | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 5. Assist caregivers to provide an opportunity to teach life skills to children. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Enable the caregiver to define life skills appropriate to the child.<br>i) pre-school: name, telephone number;<br>ii) latency: use of transportation system, traffic safety;<br>iii) teenage: job-finding skills, sexuality. | 4 | Critical | |
| b) Ensure that the child has access to life skills resources. | 4 | Critical | |
| c) Assist caregivers to teach life skills, i.e. budgeting, communications, etc. | 4 | Critical | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES<br>MAIN OBJECTIVE: 6. Assist caregivers in effectively setting limits with children. | | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
| a) Ensure that limits are age appropriate. | 4 | Prerequisite | | |
| b) Discuss consistency in setting limits. | | | | |
| c) Ensure that children know limits. | 4 | Prerequisite | | |
| d) Discuss the importance of children's understanding of positive and negative consequence of limits. | | | | |
| e) Discuss the authoritative role and support required in the role. | | | | |
| f) Discuss the use of limit setting as a learning experience to:<br>i help teach children internal control<br>ii generalize from the experience. | | | | |

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| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 7. Use knowledge of human growth and development to provide information and support to caregivers. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Discuss with caregivers principals and practice in child management. | | Prerequisite | |
| b) Discuss with caregivers normal and abnormal development in children. | | Prerequisite | |
| c) Describe impact of fostering on childhood development. | | Prerequisite | |
| c) Apply knowledge of family dynamics to assist caregivers in coping with problem situations; i.e. sibling rivalry, separation. | 4 | Critical | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 8. Establish and maintain satisfactory relationships with caregivers. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Clarify roles, expectations and provide support to caregivers. | 4 | Critical | |
| b) Use communication skills and interviewing skills when interacting with caregivers. | 4 | Prerequisite | |
| c) Contract effectively by establishing mutually agreed upon needs and problems and solutions. | 4 | Critical | |
| d) Recognize and effectively use resources and services of caregivers. | 4 | Critical | |
| e) Recognize manifestations of stress on caregivers and develop strategies to provide support. | 4 | Critical | |
| f) Clarify guardianship/parenting role with caregivers. | 4 | Critical | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 9. Demonstrate the ability to appropriately involve caregivers in the assessment process. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Include caregivers in the assessment process. | 4 | Critical | |
| b) Determine needs of client and caregivers in the assessment process. | 4 | Critical | |
| c) Provide caregivers with the appropriate information as a result of the assessment. | 4 | Critical | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 10. Effectively arrange and place children with caregiver. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Prepare child and caregivers to receive the child; i.e. share relevant information. | 4 | Critical | |
| b) Assist the child and caregiver to deal effectively with any placement problems which may occur. | 4 | Critical | |
| c) Assist child and caregiver in the placement termination process. | 4 | Critical | |

| SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES.<br>MAIN OBJECTIVE: 11. Participate in recruitment and retention of foster homes. | | | ESTIMATED TRAINING HOURS |
|---|---|---|---|
| ENABLING OBJECTIVES | INDEPENDENCE SCALE | SCALE OF IMPORTANCE | CRITERIA |
| a) Develop recruitment strategies. | 2 | Enrichment | |
| b) Participate in foster parent recruitment and training programs when required. | 2 | Critical | |
| c) Assist caregiver to negotiate contracts with the ministry for services; i.e. financial support. | 4 | Critical | |
| d) Support caregivers in identifying and obtaining provisions and benefits for children in care. | 4 | Critical | |
| e) Inform caregiver of local MHR office policy and practice in areas which effect caregivers. | 3 | Critical | |
| f) Refer caregivers to community contracts and agencies which offer services and support. | 4 | Critical | |
| g) Provide information and support in cases of special needs children. | 4 | Critical | |
| h) Assist in the development of a positive relationship between caregivers and natural parents where possible. | 4 | Critical | |

SPECIFIC AREA: M. INTERACTION WITH FOSTER PARENTS AND CHILD CARE RESOURCES

MAIN OBJECTIVE: 11. Participate in recruitment and retention of foster homes.

ESTIMATED TRAINING HOURS

| ENABLING OBJECTIVES | INDEPENDENCE SCALE | TRAINING REQUIRED | MATERIALS | CRITERIA |
|---|---|---|---|---|
| a) Develop recruitment strategies. | 2 | Enrichment | | |
| b) Participate in foster parent recruitment and training programs when required. | 2 | Critical | | |
| c) Assist caregiver to obtain required ministry services. | 4 | Critical | | |
| d) Support caregivers in identifying and obtaining provisions and benefits for children in care. | 4 | Critical | | |
| e) Inform caregiver of local M.H.R. office policy and practice in areas which effect caregivers. | 3 | Critical | | |
| f) Refer caregivers to community contracts and agencies which offer services and support. | 4 | Critical | | |
| g) Provide information and support in cases of special needs children. | 4 | Critical | | |
| h) Assist in the development of a positive relationship between caregivers (and natural parents where possible). | 4 | Critical | | |